

NATIONAL CONGRESS Bulletin



JANUARY, 1940

NATIONAL CONGRESS OF PARENTS AND TEACHERS
600 South Michigan Boulevard Chicago, Illinois

Vol. 7 — No. 5

Dear Local President:

February is significantly a parent-teacher month. During its short span, hundreds of thousands of parent-teacher members join in expressions of appreciation and gratitude for what has been accomplished for childhood.

This year the National Congress is making a gift to its local associations. During this month of remembrance a booklet will reach you. On its pages you will find the words of our national presidents, which trace the growth and development of the organization. In sharing these messages with your members, may you know the joys of achievement as you too set up Milestones Along the Way.

Loyally yours,

Frances S. Pettergill

President,
National Congress of Parents and Teachers

SUMMER ROUND-UP REGISTRATION

Registration of local units for the 1940 Summer Round-Up of the Children will be accepted by the state branches beginning January 1. Units desiring to receive certificates of award are required to register before May 15.

Local units desiring to participate in the Round-Up may secure a Summer Round-Up pamphlet, outlining procedures and suggestions for carrying on a local campaign, and the official registration blank from the state Congress.

THE 1939-1940 LEGISLATION PROGRAM of the NATIONAL CONGRESS OF PARENTS AND TEACHERS

THE National Legislation Program is directed toward the attainment of the object, "To secure adequate laws for the care and protection of children and youth." Parent-teacher activities in this field are concerned with the education of members in regard to needed legislation, its promotion, enactment, and observance.

The number of state congresses which have approved each measure is indicated by the numbers in parentheses. The active program consists of measures which have been approved by thirty (30) or more state boards of managers.

1. MOTION PICTURES. To abolish compulsory block-booking and blind-selling. (47)

2. ELECTION OF BOARD OF EDUCATION OF DISTRICT OF COLUMBIA (33)

3. ADEQUATE SUPPORT OF FEDERAL OFFICES

(a) U. S. Office of Education (including a division of Creative Arts), Federal Security Administration. (43)

(b) Bureau of Home Economics, U. S. Department of Agriculture. (40)

(c) Children's Bureau, U. S. Department of Labor. (40)

(d) Cooperative Extension Home Demonstration, U. S. Department of Agriculture. (36)

(e) Rural Sanitation, U. S. Public Health Service, Federal Security Administration. (39)

(f) Federal Food and Drug Administration, U. S. Department of Agriculture. (41)

4. OPPOSE ADVERTISING OF INTOXICATING LIQUOR (34)

5. OPPOSE LEGALIZING A NATIONAL LOTTERY (31)

6. CHILD LABOR

(a) Ratification by the states of the Child Labor Amendment. (20)

(b) Such Federal legislation as will give the necessary protection to child workers, with special emphasis on the establishment of a basic minimum age of 16 for employment; a higher minimum age for employment in hazardous occupations; and minimum wage provision for minors. (18)

7. FEDERAL AID FOR EDUCATION

(a) Federal funds with minimum Federal control and maximum local support, for equalization of educational opportunity among the several states on a basis of need

while encouraging maximum effort by the states: to consolidate one-room schools and small tax districts on a basis of competent surveys; to equalize educational opportunity within state boundaries; and to levy taxes for education comparable with the best practice. This includes funds for libraries and handicapped children. (30)

(b) To construct school buildings after competent, approved surveys. (35)

(c) To provide educational opportunities for children of Government employees on federally owned property—army posts, national parks, reservations, etc. (26)

(d) Increased control by state departments of education over vocational education to facilitate the integration of vocational education with general education. (Funds are already authorized by law.)

8. EXTENSION OF MERIT SYSTEM FOR CIVIL EMPLOYEES, BOTH STATE AND NATIONAL. (Purpose—qualified personnel for all welfare services for children and youth.) (25)

9. LOCAL CONTROL. In all Federal child welfare legislation; support inclusion of provisions which will insure maximum local control. (11)



SIGNPOSTS AND GUIDES

Investing in Tomorrow

"The community must, through school and other agencies, provide adequate training to youth for economic effectiveness and placement."

— FROM THE 1939 CONVENTION FINDINGS

PARENTS and teachers today desire schools that will give their children such rich and full experience that youth may in adulthood live the abundant life, for "man does not live by bread alone." Parents and teachers also believe that education for economic efficiency is a defensible aim of the public schools, for without bread man does not live at all.

That economic efficiency is an inescapable requirement for the training of youth is unquestioned. The challenge of youth, then, to our parent-teacher associations is to stimulate public opinion to provide vocational opportunities and placement. Youth expresses its challenge in such questions as these:

FIRST — What is there for me to do?

The highschool youth who looks out upon the world with respect to his active future has almost everywhere been given too limited a choice. A few broad avenues open before him—salesmanship, medicine, law, teaching—none of them, perhaps, leading to a field which he finds particularly alluring. But expert analysts studying those four fields have found represented in them no less than 22,000 different types of vocations, varying in different places and with the passage of time. Parent-teacher associations must help youth with knowledge of the opportunities that are open, bearing in mind the necessity of the right choice.

SECOND — What work am I fitted to do?

Educators are under obligation to assist youth in their adventure of self-discovery in order that they may determine the fields in which, by virtue of their intelligence and aptitude, their varying interests and skills, they may hope for some kind of success. A child's first contacts with adults are in terms of the work they do. The milkman brings milk for him. The postman brings the mail. The doctor keeps him well. The dentist cleans his teeth. All are essential to his welfare, all to him are equally dignified—until he com-

mences to build up false standards of value. We must re-create in youth a respect for the work of all men who do the work of the world, be it the sanitary engineer who maintains the health of a great city or the garbage collector, who likewise maintains the health of that same city.

THIRD — How shall I choose my work?

It should be emphasized that the responsibility for making a choice of vocation ultimately must rest on youth itself and that it is youth's privilege, one which must be zealously guarded. So many parents are fearful that their child will make what they think is a mistake. Parents and educators must help youth to appraise themselves, and no school system is adequate which does not provide vocational guidance and personal counsel to this end for each boy and girl. After all has been done that ingenuity and wisdom can provide, it is still the responsibility and the privilege of the youth to make his own decision.

FOURTH — How and where can I be trained?

Choice of vocation must be followed by a program of vocational education designed to equip an individual with at least the minimum skills and knowledges required for entrance upon employment. For some occupations, notably the professions, this means years of post-highschool training. For others, forward-looking communities have created various types of vocational schools: separate trade schools, vocational departments in cosmopolitan highschools, county vocational schools, and commercial schools. In all such schools all sorts of occupational programs are set up, from those requiring only short unit courses to those teaching skilled trades which it takes years to learn.

FIFTH — How can I get started?

Introduction into life's work is a critical experiment in the life of youth since at that time morale is easily destroyed. In the best schools of today

there will be found classes for the study of the requirements and opportunities of various occupations, taught by skillful and intelligent teachers. Such a program is essential if young men and women are to get started right and not to fall blindly into the first occupation they encounter. The school and community should meet the problem of this period of getting started through placement bureaus or placement offices.

SIXTH — How can I grow?

A thoroughly sound program is based on recognition of the fact that most workers, particularly youth just beginning, must study and improve their skill if they are to continue to be efficient. As a result, the adult vocational program is one of the most interesting developments in modern education.

SEVENTH—If I lose my job, what shall I do?

The implications that many of our youths are coming to maturity with no knowledge of security whatever except that security which is provided by government cannot be ignored. The schools must be alert to give freedom from insecurity. In this area adult education has the opportunity to do its very best work by including classes on economic adjustment and broad general education as well as specialized training. Parents and teachers, employers and employees, must understand more of the social and economic aspects of employment, so that the moment youth does commence to work, he does so not only with adequate preparation but also with reasonable assurance of continuance of work, of a wage commensurate with good workmanship, and of an opportunity for advancement in his chosen vocation.

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PARENTS must cooperate with schools in solving the problem of economic effectiveness and placement, not by the process of interfering but by intelligently insisting on an academic program in this area. Parents and teachers must together study a program of vocational education and learn what it is all about. This cooperation can most effectually be brought about through parent-teacher associations in all schools, particularly in junior and senior highschools.

THROUGH THE YEAR WITH THE P.T.A.

January: The Horizon Widens



PARENT-TEACHER associations may well direct their thoughts and energies toward community betterment. The following requirements, which are met by the best type of community, will help each P. T. A. to evaluate the resources, the needs, and the possibilities of its own community as a whole.

1. *The best type of community possesses a marked degree of civic unity and community pride.*

Are the public buildings, parks, streets, alleys, and vacant lots such as to warrant citizens pointing to them with pride? Is there absence of serious community quarrels? Is it easy to get community agencies to cooperate in worthy enterprises? Do the citizens speak favorably of their community?

2. *The best type of community provides adequate facilities for the wholesome physical and social recreation for children and adults of different ages.*

Is there a well-equipped playground for each school building with provision for supervised recess play? Is there a well-equipped gymnasium or playroom in each school building? Is there supervised play during the summer months? Are extracurricular activities emphasized in the regular school program? Are school buildings used as community centers? Is generous support given to youth organizations?

3. *The best type of community emphasizes the importance and value of good music,*

lectures, entertainment, and books.

Are the citizens willing to vote the necessary funds to maintain a good library? Is the circulation of salacious books and magazines contrary to public sentiment? Is emphasis placed on good music in schools and churches? Are plays, lectures, and concerts liberally supported? Does public taste demand that good films be shown in local theaters? Are citizens interested in good radio programs for both children and adults?

4. *The best type of community emphasizes the health and physical well-being of children.*

Are health examinations with careful follow-up work given to school children? Does the community maintain high standards in the matter of water supply, milk inspection, sewage and garbage disposal? Is emphasis placed on physical education in school? Do parents show willingness to follow the directions of health workers? Do local civic clubs promote the health of children?

5. *The best type of community is liberal in its financial and moral support of the schools.*

Are well-equipped, modern school buildings provided? Does the community respond generously to requests for funds for educational purposes? Is consistent support given to teachers in the education of children? Is there generous response to requests from the school in matters of home study, health work, and attendance? Is the serving on the board of education considered a distinct honor?

6. *The best type of community insists upon a high standard of efficiency in the schools.*

Do a large percentage of the boys and girls remain in school until they graduate from high school? Is there genuine respect for the value of education on the part of the pupils? Are competent teachers retained for relatively long periods of service? Do citizens have confidence in the effectiveness of the schools?

7. *The best type of community maintains character-building agencies that are active*

in matters pertaining to the moral training and religious education of children and young people.

Is some form of religious education available to all children? Is there cooperation among agencies in religious education for children? Is public opinion favorable toward religious education?

8. *The best type of community enlists the services in public affairs of influential men and women who exhibit a keen sense of responsibility for meeting exacting standards in their personal, business, and official conduct.*

Do children find inspiring examples in the conduct of influential citizens? Do leading citizens cooperate willingly and effectively in promoting worthy community enterprises?

9. *The best type of community supports one or more community organizations designed to promote the civic, cultural, and moral welfare of the community as a whole.*

Is there some civic group such as the P.T.A. that is actively concerned with planning for the welfare of the community as a whole and in coordinating the work of the various agencies? Are churches, civic groups, and other organizations interested in local problems? Is there a sympathetic interest shown in appraisals of the community?

Parent-teacher associations recognize the value of efforts to coordinate all community activities — whether educational, health, recreational, or social — for more effective promotion of the welfare of children and youth. Participation in community-wide cooperation wherever feasible is advantageous for all who are in any way concerned with civic betterment.

NATIONAL CONGRESS BULLETIN

Volume 7 JANUARY Number 5

Published monthly except July and August at 600 South Michigan Boulevard, Chicago, Illinois, by the National Congress of Parents and Teachers.

Editorial Committee: Mrs. Charles D. Center, Mrs. M. D. Wilkinson, Mrs. Fred M. Raymond

Subscription price: 20 cents a year.

Entered as second class matter at the Post Office, Chicago, Illinois. Additional entry at Aurora, Illinois.

NATIONAL CONVENTION THEME

*"... And the Pursuit
of Happiness."*

OMAHA, NEBRASKA

May 4-10, 1940

NATIONAL PARENT-TEACHER

News About Our Magazine

"THANK YOU VERY MUCH FOR THE ACCOUNTING SET!"

• The above phrase appears over and over again in letters from local presidents and treasurers who have received one of the accounting sets which we are giving free with two new subscriptions to the *National Parent-Teacher*.

We are offering the Accounting Set as a service to our associations. We believe that it is a mark of efficiency as well as a matter of satisfaction to have checkable information ready for auditing committees and persons who need to refer from time to time to the financial records of the association. We believe, too, that our local treasurers will enjoy their work more by using this simplified, well-planned system of keeping parent-teacher accounts — a system especially set up for parent-teacher use.

So far, over one thousand two hundred local associations have taken advantage of the offer. So pleased with the service are state presidents, they have asked if we will extend the offer for another month. Since we are eager to comply with all service requests, we have made arrangements to do this.

The offer will be extended to February 29, 1940. Between now and then you will have time to talk about the Magazine to your members. You will find it much easier to interest them in subscribing when you tell them about the Magazine. When we try to sell subscriptions *before* we sell the *contents* we frequently fail to get results.

The following suggestions for getting two or more subscriptions will prove helpful. If you have a Magazine chairman please pass on the suggestions to the chairman. Otherwise the suggestions are for your own use or for the use of someone whom you designate.

1. Study the Contents

Read through a current issue. Pick out for comment the articles which you think will appeal to your members.

2. Show the Magazine

People like to see what they are buying. Take the sample copy of the November issue with you to the next meeting.

3. Believe in the Magazine

The *National Parent-Teacher* is increasingly recognized and used as a source for material in the fields of home and school cooperation, family life, and community development. It has been our official magazine uninterruptedly since 1906. This denotes acceptability, stability, and dependability. Mention these points.

4. Make a Checklist

Is your name as president of the association on the subscription list? Does your program chairman receive the Magazine? Do the publications and group discussion chairmen receive it? Do the principal and teachers know what the *National Parent-Teacher* is doing to interpret the needs of the schools to members and other citizens? Have you asked all of the chairmen and officers to subscribe? Is the Magazine presented regularly to the association members?

5. Make Subscribing Convenient

State definitely when subscriptions will be taken and the subscription price — \$1 a year. If necessary, ask several members to help take subscriptions at the meeting.

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Plan to give widespread publicity to the Magazine. People will not subscribe to it unless they are familiar with it, or unless they hear about it!

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When you send in the two new subscriptions for the Accounting Set please be sure to give your *name* and the *name of your P.T.A.* and definitely request the set.

Send subscriptions to
National Parent-Teacher
600 South Michigan Blvd.
Chicago, Illinois

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SPECIAL OFFER TO SUBSCRIBERS

Every person who renews his or her subscription to the *National Parent-Teacher* during February, 1940 will receive a copy of *Our Homes*, a book which deals with: The Story of the

Family; Home Planning and Management; The Home as a Cultural Center; Educational Aspects of the Home.

This book is edited by Dr. Ada Hart Arlitt, who directs the Parent-Teacher Study Course now appearing in the *National Parent-Teacher*. In view of the emphasis being placed on "The Home as the Threshold to Democracy" by the 1940 White House Conference, *Our Homes* will make a timely addition to home and school libraries. Anyone interested in homes and in children will find it enjoyable reading.

Tell your members to renew their subscriptions during February regardless of expiration date so that they will receive free a copy of *Our Homes*.

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The *National Parent-Teacher* is a magazine which appeals to all adults who are interested in the parent-teacher movement. Its purpose and its forceful presentation of important issues to which parent-teacher effort may be directed are apparent to its readers. Its authors include men and women of experience and achievement in the fields of parent-teacher interest. The articles are timely and thought provoking. It is a magazine which will help parent-teacher members to grow in parent-teacher stature and to participate intelligently in discussion of those important issues which affect the full and free development of our children. The February issue is a good example of what the Magazine is doing to acquaint parents and teachers with some of the major problems which need their consideration.

IN THE FEBRUARY ISSUE:

Contributing to a World Community
Is Child Labor Vanquished?

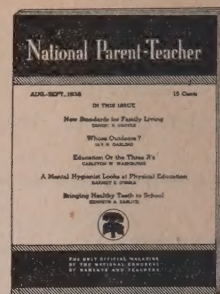
Jack and Jill

Must Children Obey?

Mr. Citizen Weighs the Law

Five Ripe Pears

Who's Boss?







Schools for Democracy points to the vision of democratic social control and to what achievements lie ahead for democratic, problem-solving education in schools that are "of the people, by the people, and for the people."

— FROM THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

PROGRAM and discussion material on many matters of concern to parents and teachers is contained in *Schools for Democracy*. In it is material for many meetings of local parent-teacher associations and for countless symposiums, panel discussions, and forums.

• Some thought-provoking material for use in connection with the community appraisal sheet on page 3 of this BULLETIN is found between the covers of the book. The following quotations are selections from this material:

• The job of educating the youth of any community is a cooperative job in which the school, the home, the church, and the community must each contribute its part and assume its responsibility. The American school is as good or as poor as the community wants it to be. The community is also as good or as bad as the majority of citizens want. The kind of adults young people develop into is the product of all the influences to which each has been exposed.

• The school is able to contribute much to the community. Often it becomes a center for community activities, through clubs, such as recreational groups, dramatic clubs, and music organizations.

• Viewed from the standpoint of the whole child, education is complex, continuous, and cooperative. All community agencies are responsible for the results. Each community confronts a major problem in giving every child the greatest possible opportunity for development during the eighty-eight percent of the time he is out of school.

• Only about twelve percent of a child's time is spent in school. During the major portion of his life he is subject to influences outside of school. Many of these influences conflict with what the school is trying to do.

• If the P.T.A. could eliminate the influences which conflict with the efforts of the school, the cooperative job of educating the children would be greatly simplified.

• The community — in addition to the home, the school, and the church — exerts a profound influence over children, and over a long period of time.

• Parents have two choices in making community influences such as they desire for their children. First, they may choose a desirable community in which to establish their home. Second, parents may join with other citizens to make the community desirable. P.T.A.'s and civic improvement organizations under proper leadership can be effective instruments for community betterment. Parents can also work through various organizations to keep out gambling, taverns, slot machines, libraries circulating undesirable books, and other deleterious factors.

• Children cannot and should not be sheltered from meeting community influences. Too much sheltering will produce an individual unable to adjust himself to new situations and hence unable to cope successfully with these unfavorable influences.

• Constructive activities which supplement the school include those carried on by such groups as 4-H clubs, girl and boy scout troops, campfire clubs, playgrounds and recreational centers; art institutes, museums, zoological gardens, aquariums, and planetariums; the public library, with its story hours, study groups, and summer reading courses; and the educational and welfare work of civic groups.

• Radio and motion pictures — both commercially controlled — assume increasingly important roles as educational influences. In every community serious and justifiable criticism is made of the type of films and broadcasts provided for children. Organized parents and teachers could exert an influence which would raise the standards for both radio and motion pictures.

• The automobile, radio, and motion pictures have brought to communities denied educational resources in their immediate locality, the resources of an adjoining community. Children are transferred by buses for miles to visit farms, art institutes, parks, zoos. In rural sections library books are brought from central city libraries.

CHAPTER XIII

The Parent-Teacher Association and the School

MRS. J. K. PETTENCILL

Mrs. J. K. Pettencill is president of the National Congress of Parents and Teachers and editor of the National Parent-Teacher. Since 1933 she has been a member of the faculty of Wayne University, Detroit, as a special instructor in the College of Education.

IT MAY truly be said of American education, as of American government, that the ultimate concern rests with the people. It is safe to say that the vast majority of American people desire that the form and spirit of American democracy be preserved, both within the schools and by the schools. Yet there exists today a real danger that what we have known as the democratic way of life may not always be ours to enjoy. Democracy assumes obligations and loyalties as well as rights; public education is the people's own great gift to democracy and, therefore, their greatest responsibility. It is the greatest investment society has for its own safeguard.

What democracy will mean a generation hence depends in large measure upon the conception which is taking shape in the minds of our young people at the present time. What does that mean? What can this generation do to prepare the next to live democratically? Education is answering this question by focusing its attention on the child in terms of his physical, emotional, intellectual, and spiritual needs. If we want children to grow up able to create a democracy, every child must have that capacity within him; every child must be made to feel that he has a contribution to make to life and

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Tear off here

TO NATIONAL CONGRESS OF
PARENTS AND TEACHERS

600 S. Michigan Blvd.
Chicago, Ill.

I am enclosing \$.....Please

send me.....of SCHOOLS
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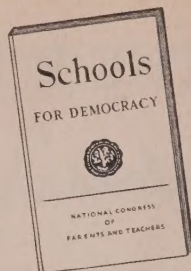
City and State.....

We Present

COMPILED BY

Charl O. Williams

Frank W. Hubbard



SCHOOLS FOR DEMOCRACY

A new book designed to give parent-teacher people a better understanding of their schools — their history, development, organization, administration, and support.

If every local president in the country could actually hold this attractive book and leaf through its pages — could see the charming illustrations with real children doing real things — could catch the brief bits of poetry, lovely with their wistfulness and courage — could sense the stability and worth and importance of the contents of this red and gold volume — then this book would take its place among that fine company of parent-teacher books known and loved and owned by thousands of members the country over.

While this is being accomplished, there is presented this page of excerpts, with authors and chapters, so that local presidents may begin to know and to appreciate *SCHOOLS FOR DEMOCRACY*.
FRANCES S. PETTINGILL

I. OUR ARTICLES OF FAITH

As our people pushed their way into the wilderness in advance of government they carried the school with them. From generation to generation, they labored and fought that their sons and daughters might live in a better world than they had known. Our faith in, and devotion to, the cause of education constitute a striking feature of our history.
— George S. Counts

II. THE GROWTH OF THE AMERICAN PUBLIC SCHOOL

The history of the public school is in large part the biographies of the early educational leaders. They advocated gentleness and kindness in the schools at a time when discipline without and within the schoolroom was cruel. They said that the school should be a happy place. They bade defiance to ignorance always and everywhere.
— Edgar W. Knight

III. WHAT THE PUBLIC SCHOOL IS TRYING TO DO

"Lighted school houses," is a practical effort to extend education to the adults in the community. A visit would reveal groups making use of the gymnasium and swimming pools; groups dancing; a chorus practicing in the auditorium; a neighborhood orchestra learning to play; dramatics groups; an amateur artist guild; and so on and on to delightful and practical lengths.
— Kate V. Wofford

IV. TEACHING: YESTERDAY, TODAY AND TOMORROW

The ideal American citizen is a man of faith and vision. Democracy dies

the day the common man has no vision of what the future holds, no faith that that vision may be achieved. Whatever else it may be, no teaching can be considered good in a democracy which does not develop far-sighted individuals who can look ahead and plan in terms of loyalty to ideals.

— Stuart A. Courtis

V. MAKING TEACHING A PROFESSION

A high quality of teaching skill is probably one of the most difficult arts to attain in the whole gamut of human experience. The technical preparation of a teacher is quite as difficult to obtain and just as essential as the technical preparation of the doctor and the lawyer.
— Herman L. Donovan

VI. HOW PUBLIC EDUCATION IS ORGANIZED AND ADMINISTERED

One issue is clear, namely, that the school unit must be large enough to support an educational program from the kindergarten through the high school, to provide a substantial program of education for the children of the area, and to justify the employment of professional leaders qualified to administer and supervise the program provided.
— William C. Reavis

VII. A MODERN SCHOOL PLANT FOR MODERN EDUCATION

One million classrooms are required for the twenty-six million children enrolled in the public elementary and secondary schools of the United States. The cost of constructing, operating, and maintaining the public school plant in the United States requires one-third of the total annual cost of all public elementary and secondary education.
— T. C. Holy

VIII. PAYING FOR PUBLIC SCHOOLS

The American people are committed to the principle that all of the children of this country, regardless of economic status, race, or place of residence are entitled to an opportunity to obtain a suitable education. The question is not so much "Can we afford adequate educational opportunity?" as it is "Can we afford not to provide educational opportunity?" — Willard E. Givens

IX. FEDERAL RESPONSIBILITY FOR PUBLIC EDUCATION

Boys and girls who may have been denied educational opportunities in the poorer states or in rural areas frequently spend their adult lives in other states and in cities. Simple equity demands that the resources of the nation, wherever they be located, be taxed for the realization of the great national purpose — the education of all citizens.
— George D. Strayer

X. THE LIBRARY AND THE PUBLIC SCHOOL

The public library is one of the essential public services that a modern community provides. Like the public school, it belongs to all the people because it is publicly supported and administered.
— Julia Wright Merrill

XI. THE PUBLIC SCHOOL AND OTHER COMMUNITY EDUCATIONAL RESOURCES

As soon as the child is old enough to play out-of-doors he is subject to the unorganized community influences.

When the child reaches school age the scope of influence is enlarged. Every one of these incidents, events, and influences is actively working to shape the child's intellectual, emotional, and spiritual life. They are either helping or hindering the school.
— Aaron Kline

XII. LIFELONG LEARNING

The person whose mind has been trained to learn — that is, to pursue its curiosities — systematically has been prepared for a changing world and for a lifelong quest for enlarged horizons.

He will turn to the professional agency for education to help him in the pursuit of his adult curiosities.

— John W. Studebaker

XIV. LOOKING AHEAD

When we hesitate about some possible change in educational practice we should ask ourselves this question: Is the doubt in this new procedure or is it in me?

We shall continue to show improvement if we do not permit our prejudices and doubts to limit what we try to do.

— Agnes Samuelson